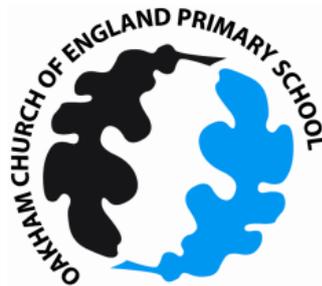


Oakham C.E. Primary School

Marking, Feedback and Presentation Policy



Date	October 2019
Approved by Executive Headteacher	Stephen Cox
Approved by Chair of Governors	Stewart Needham
Review Date	October 2021



Oakham Church of England Primary School

Introduction

At Oakham C of E Primary School we take a professional approach to the task of marking work and giving feedback. We have a consistent approach to the marking scheme used by all staff and therefore have a school marking, feedback and presentation policy. All children are entitled to regular feedback on their learning. Therefore all staff will mark learning and give feedback as an essential part of the assessment process. Marking and feedback is a vital part of the learning journey, and provides information for:

- pupils – to help them understand their achievements and to enable improvements in future learning
- staff – to assess work, feedback to pupils and shape future learning

There needs to be a clear and consistent approach to presentation so that the children understand the expectations and take a pride in their work. The policy below will be used by all staff and children and monitored, reviewed and evaluated by the senior leadership team (SLT).

Aims

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment and peer assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- involve them in their learning and share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment and inform individual tracking of progress.
- provide the ongoing assessment that informs future lesson-planning
- promote pride and care in the presentation of their work

The expectation of marking and feedback

Marking is always matched to the objective of the lesson (**We Are Learning To - WALT**) and/or the child's next steps if appropriate. Using the symbols and strategies within this policy, the children must be able to respond effectively to the marking and feedback. Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the success criteria (**What I'm Looking For -WILF**) for the task right from the outset. The **WALT** and **WILF** are stuck in the books for each new piece of learning. Marking and feedback should be appropriate to the age and ability of the child. However, it is expected that the vast majority of children will use "blue for you" and "purple

for peer” from Year 2 onwards. Work should be marked alongside the child or as soon as possible after the learning has taken place. If marking is not kept up to date, then the children are not getting their feedback. To be effective, marking should be completed before the next lesson takes place in order to inform children of success and which areas to improve. (Clearly there are occasions when this is not possible, but this should be the exception rather than the rule, and the children should always be told why the work is not marked).

- Ticks will be used for positive feedback - positive feedback is written in **green** pen. This is used to celebrate successes in the children’s learning and to indicate where the child is achieving the learning objective.
- Staff will underline the word **WALT** in **green** pen if they consider that the child has achieved the learning objective.
- If the child has not achieved the learning objective then a **pink** line will be put in the success criteria box.
- Areas for improvement will only be given where appropriate. It will focus on only one or two key areas for improvement. Points for improvement are indicated in the form of a “**pink to think**” and are written in **pink** pen, indicated with a **pink** circle/box.
- The children acknowledge this “**pink to think**” by ticking this **pink** circle/box once they have responded to it.
- The children always respond to the “**pink to think**” in a **blue** pen – “**blue for you**”. Staff will then acknowledge the children’s “**blue for you**” work by marking this accordingly.
- In **maths**, staff will use **green ticks** for correct learning and **pink dots** to show where children have made mistakes and need to revisit their learning.
- Children will go back and respond to corrections in **blue** pen.
- Within all other learning, **green** will be used within the children’s work to underline evidence of where the child is achieving the learning objective or is working on a previously set next step.
- Alternatively, a **green underline** may also be used to indicate where the child has used new or effective writing skills that are being celebrated.
- **Pink** will be used within the children’s work to underline evidence of misconceptions, sentence level, grammar and spelling errors where appropriate.
- When peer marking the children will use **purple** pen to indicate, ‘**purple for peer**’. Where children are involved in peer assessment and marking they are encouraged to celebrate each other’s successes as well as giving ‘next steps’ to each other.
- Teachers comment on spelling and grammar only in the following cases:
 - o if spellings and grammar were part of the lesson focus/objective;
 - o if it is a spelling/high frequency word that all pupils should know;
 - o if it is a relevant topic/unit specific word.
 - o if it is related to the child’s next step.

Summary:

- Staff: **Green** positive comments. Mistakes/Next steps in **Pink**.
- Children: Pencil in Maths, **black** pen for all other learning. **Blue** pen for responding. **Purple** pen for peer marking.

The following codes will be used in marking and feedback to indicate:

HP – House Point

VF – Verbal Feedback

GF – Group Feedback

I – Independent (Where appropriate in DSP).

SP – KS1 incorrect spelling: teacher to write **SP** next to the incorrect spelling and then the correct spelling at the bottom of the page for the child to copy out three times in blue.

SP – KS2 incorrect spelling: teacher to write **SP** in the margin. Child has to then identify the misspelt word and write it correctly at the bottom of the page three times in blue.

AfL – Assessment for Learning (Initial piece of writing at the beginning of topic for assessment purposes).

E – Only used on final independent piece. **E** in the margin suggests an improvement could be made. Improvements are made on the wipe-board page and in blue.

Presentation

We expect our children to produce work that is their best standard and that they are proud of. Children are made aware of our school's high expectations with regards to their written work. We aim to develop skills for life-long learning and independence and an appropriate and comfortable pencil grip is encouraged and supported during early writing.

Dates / Titles/ Margins:

- Date on top left next to the margin.
- Short date for Maths, (underlined in pencil).
- Long date for Writing and Learning Journey, (underlined in pen).
- WALT/WILF stuck in.
- In literacy books the left hand page is divided into three equal sections and is used as a wipe-board page one section per sentence stack.
- In mathematics children should record one digit per square.

Mistakes:

- One line through with a ruler.
- Adding a word, use a ^ sign and put it on top.